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ABSTRACT

Developed for the Education Services Department of the Illinois Commission on Human Relations, this bibliography contains approximately 120 entries written between 1942-72 by Native American authors. The areas of the "Native American Experience" covered in this bibliography are: a background of Native American literature and authors; reading materials for elementary school children, teachers, and parents; general history; specific Native American nations; biographies and autobiographies; contemporary Native American and Red Power movements; drama, fiction, photography, and poetry; Native American culture; Native American periodicals and publications; films and resource companies; and other published bibliographies. (KM)

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# BIBLIOGRAPHY ON THE NATIVE AMERICAN EXPERIENCE

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# BIBLIOGRAPHY ON THE NATIVE AMERICAN EXPERIENCE

Developed for the Education Services Department of the
Illinois Commission on Human Relations
by Wenonah Tausauga Tahushasha

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## INTRODUCTION

"My parents told me that what the movies and history books said about Indians wasn't necessarily so." Buffy Ste-Marie's parents could have spoken these same words to many people of many races in the United States, and the author feels that such would be one of the greatest gifts to the world. It is the author's hope that one day the world and its peoples will know that the body, soul, language and civilization of the Indian flows in many peoples' lives. Without the Indians and their contributions and leadership, the world and its peoples would not have survived in the "New World".

Dr. Jack D. Forbes, a Native American educator from the Indian-Chicano University (DQU) at University of Cailfornia, Davis, states.

> *"It is difficult to estimate the number of persons of Native descent currently residing in the United States . . . There are at least five million individuals with a significant degree of Indian ancestry including some 900,000 members of tribal organizations and the bulk of the Mexican-American population. In addition, several million Anglo-Americans, Afro-Americans, Puerto Ricans, French Canadians, and other persons possess varying degrees of Native descent. Black Americans in particular share in the Indian 'genetic legacy'!"*

Dr. Forbes emphatically acknowledges above that the time has come for all peoples, who have a "significant degree of Indian ancestry" and for those peoples who share in the Indian "genetic legacy", to become knowledgeable and begin a real togetherness for the Third World. In addition, the author asks the rest of the "Americans" and the world to take up the challenge and begin a meaningful pursuit of the Native American Experience.

The author dedicates this annotated bibliography to the challenge by all people for a revised and relevant pursuit of the Native American experience. Many of the books are recommended for use in schools, colleges, universities, libraries and personal reading activities. These books were selected on the basis of quality and availability. Large numbers of Indian books written by Native Americans are becoming available every day and as they are available a supplementary list, or your own list, should be added to this bibliography as often as possible. There has been extensive research on Native Americans; all works could not be reviewed for listing.

To the People:

*May the Wakan Tanka give goodness to you*
*and yours now and in the many moons ahead.*

*Wenonah Tausauga Tahushasha*

## SELECTED READING MATERIALS
## For Elementary School Children, Teachers, Parents and Others

BERKES, Ernest, *The North American Indians.* Garden City, New York: Doubleday & Co., 1963.

This is a general historical survey of U.S. Indians especially written for young readers. Grades 4-8.

BRANDON, William, *The Magic World.* New York: William Morrow and Co., Inc., 1971.*

Song-story series about the earth, animals and trees. Good for story time. Grades K-3 (modify for classroom use: Grades 4-8).

BUDD, Lillian, *Full Moons: Indian Legends of the Seasons.* New York: Rand McNally & Co. 1971.*

A beautiful group of stories about the seasons and the moons, ecology, the Indian way of conservation; especially good for young readers. Recommended for grades K-8.

CODY, Iron Eyes. *Indian Talk, Hand Signals of the American Indians.* Healdsburg, California: Naturegraph Publishers, 1970.*

A narrative and picturesque novel of Indian hand signals which were used as a form of talking to another person who didn't speak one's language. Grade levels 4-8.

CURTIS, Natalie, *The Indian's Book: Songs and Legends of the American Indians.* New York: Dover Publishing, Inc., 1907/1968.*

Teachers could take some of the songs and legends for use with children of all ages.

GARFIELD, Viola E. and Linn A. Forrest, *The Wolf and the Raven, Totem Poles of Southeastern Alaska.* Seattle: University of Washington Press, 1948.

Series of stories about the totem poles, raven and wolf of Alaskan native peoples. Grade: 4-8.

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*Books available in paperback throughout the Bibliography

HUNT, W. Ben., *Indiancraft.* Milwaukee: The Bruce Publishing Co., 1942. HB.

A review of Indian arts and crafts and how to make them; Children and teachers would enjoy discussing the use of each item in Indian life. Grades: 4-8.

JOSEPHY, Alvin, *Patriot Chiefs.* N. Y.: The Viking Press, 1958.

A beautiful biographical series about Indian chiefs. Recommended for use in upper elementary grades, 4-8.*

LA FARGE, Oliver, *A Picturial History of the American Indian.* New York; Crown Publishers, Inc., 1956.

A general history through pictures and a brief narrative about American Indians. Grade: 4-8.

LA FARGE, Oliver, *The American Indian* (Special edition for young readers). New York; Golden Press Western Publishing Co., Inc., 1956/1972.

Good general source book for young readers about Indians in the United States.

MOMADAY, N. Scott, *The Way to Rainy Mountain.* Albuquerque: University of New Mexico Press, 1969.*

Kiowa stories, poems and sketches for use with people of all ages. Grades K-8.

SHAW, Anna Moore, *Pima Indian Legends.* Tucson: University of Arizona, 1968.*

Beautiful Pima stories about mischievous animal and human characters written by a Native American. Grades K-8 (teachers modify for classroom use, 4-8).

STEMBER, Sol, *Heroes of the American Indians.* New York; Fleet Press Corp., 1971.

A series of sketches about Native American Leaders. Grades 4-8.

TUNIS, Edward, *Indians.* Cleveland and New York: The World Publishing Company, 1959.

WHITE, Anna Terry, *The American Indians.* New York: Random House, 1963.

General history of Indians in the United States for young readers. Grades 4-8.

## GENERAL HISTORY

BROWN, Dee. *Bury My Heart at Wounded Knee.* New York: Holt, Rinehart and Winston. 1970.*

A documentation of historical events of wars, broken treaties, etc.

Recommended for introduction to Native American studies in high school and college.

CAHN, Edgar S., ed. *Our Brother's Keeper: The Indian in White America.* New York: A New Community Press Book, Distributed by the New World Publishing Company, 1969.*

A contemporary account of major areas of concern in the field of Indian affairs with a focus on Indian education. Good source for introductory type classes: high school and college level.

COLLIER, John. *Indians of the Americas. New York*: Mentor Books, The New American Library, C. 1947.*

Collier, an ex-commissioner of the Bureau of Indian Affairs, writes a history of Native Americans in all the Americas.

DELORIA, Vine, Jr. *Custer Died for Your Sins.* New York: The MacMillan Company, C. 1969.*

Mr. Deloria is a native American activist and leader who writes with authority and clarity about the Native American viewpoint. For use in introductory classes in Native American history and contemporary affairs: Grade level: high school through college.

DELORIA, Vine, Jr. *Of Utmost Good Faith.* San Francisco, California: Straight Arrow Books, C. 1971.*

Mr. Deloria's third book documents the historical development of Indian land titles, the tribal concept, Indian citizenship, Indian civil rights, retributions through land claims, the role of the white liberal and Indian rights, the Indian leader's fight, the continuous and ever-changing methodology of "dealing with the Indian". This book offers one of the best compiled documentations for general study of Indian treaties. Level: College.

FEY, Harold E. and McNickle, Darcy. *Indians and Other Americans.* New York: Harper and Row (Perennial Library), 1970.*

A brief history designed for an introduction to American studies. Level: College.

FORBES, Jack, ed. *Indians in America's Past.* New York: Prentice Hall, 1964.*

Dr. Forbes edited excerpts from historical documents to give a better focus on the Indian in American history. Good book for an introductory course on Native American studies in high schools and college courses.

JACOBS, Wilbur, R. *Dispossessing the American Indians: Indian and Whites on the Colonial Frontier.* New York: Charles' Scribners Sons, 1972.*

This particular selection of essays is divided into three parts with an emphasis on eastern woodland Indian-white relations: (1) the fur trade era: (2) the mission era; and (3) the Indian removal era. A good book for high school and college introductory classes.

JOSEPHY, Alvin, M., Jr., *The Indian Heritage of America.* New York: Bantam Books, Inc., 1969.*

Mr. Josephy's book discusses Native American history—Indian storeotypes, Indians of *all* the Americas up to the contemporary Native American liberation movements. Level: high school and college.

*List of Indian Treaties.* Washington, D. C.: House Interior and Insular Affairs Committee, United States Government Printing Office. September, 1964.*

This "List of Indian Treaties" is good supplement material for high school or college Native American history class.

NEIHARDT, John, (trans.). *Black Elk Speaks.* Lincoln: University of Nebraska Press.*

"Black Elk Speaks," is a moving narration of the sacred "hoop" of the Sioux nation, their history, and Black Elk's visions as a medicine man. Recommended for use in college Native American history and culture classes.

McNICKLES, Darcy, *Indian Tribes of the United States: Ethnic and Cultural Survival.* New York: Oxford University Press, 1964.

VOGEL, Virgil T. *This Country Was Ours: A Documentary History of the American Indian.* New York, Harper & Row Publishers, 1972.*

"American history textbooks are now being justly criticized for

their lack of attention to, or distorted treatment of, the role of ethnic minorities, the labor movement, and radical protest movements. . . . Since the Indian, when he is mentioned at all in history, is usually treated as a mere object of the impact of white civilization, and a barrier to expansion, our aim will be to show the Indian's side wherever possible, and in his own words as often as that can be done." Level: Teachers, college and high school students.

WASHBURN, Wilcomb E. *Red Man's Land—White Man's Law: A Study of Past and Present Status of the American Indian.* New York: Charles' Scribners Sons, 1971.

Washburn documents, in a scholarly way, the "law" and its past to present relationship to the Native American. Recommended as a resource book for advance college classes on Native American history.

WASHBURN, Wilcomb E. *The Indian and The White Man.* Doubleday & Co., Inc., N. W., c. 1964.*

Documents Indian—White relationships from Columbus to Faulkner's novel, "The Bear". Level: high school through college.

## SPECIFIC NATIVE AMERICAN NATIONS

COTTERILL, R. S. *The Southern Indians: The Story of the Civilized Tribes Before Removal.* Norman, Oklahoma: University of Oklahoma Press, 1954.

This particular work focuses on the four Southern tribes and their roles in the states of the Carolinas, Mississippi, Florida, Georgia and Alabama prior to their forced removal to the Oklahoma territory.

DEBO, Angie. *Rise and Fall of the Choctaw Republic.* Norman, Oklahoma: University of Oklahoma Press, 1954.

Highlights of Choctaw history. Recommended for both a college tribal history class or as a supplementary reader for a general history class.

FLETCHER, Alice C. and Francis La Fleshe. *The Omaha Tribe.* Volumes I and II. Lincoln, Nebraska: University of Nebraska Press, 1972.

Volume I: Historical documentation of tribal origins, the early

history and organizations.

Volume II: Discussions of the social life, societies, religions and language of the Omaha's.
Level: College.

FORBES, Jack. *Native Americans of California and Nevada.* California: Naturegraph Publications, 1969.*

A cultural-historical background of Californian Indians; discusses the reservations and rancherias, the various institutions influencing Indian affairs and the struggles for Indian rights and self-determination. Level: high school and college.

FORBES, Jack D. *Apache, Navaho and Spaniard.* Norman, Oklahoma: University of Oklahoma Press, 1960/1971.

The tri-relationship between the Navaho, Apache and Spaniard and its influences in the development of the southwest. Level: high school and college.

FOREMAN, Grant. *Indian Removal.* Norman, Oklahoma: University of Oklahoma Press, 1953.

Historical account of the removal of the five civilized tribes from the southern states of Mississippi, Georgia, Alabama, the Carolinas and Florida. Level: College.

GRAYMONT, Barbara. *Iroquois In the American Revolution.* Syracuse, New York: Syracuse University Press, 1972.

Miss Graymont has carefully and thoroughly researched the subject of the Iroquois and the American Revolution. Recommended use: high school and college teachers and students interested in the study of Native American history.

JABLOW, Joseph. *The Cheyenne In Plains Indian Trade Relations.* 1795-1840. Seattle: University of Washington Press, 1966.

This history discusses the Cheyenne and their relations with the Mandans, Hidatsas, Arikaras and Siouxs, and the influence of the European trade. Recommended for college and high school classes when focusing on the Plains Indians.

JOSEPHY, Alvin Jr. *The Nez Perce and the Opening of the Northwest.* New Haven: Yale University Press, 1965/1971.

Mr. Josephy focuses on the Nez Perce, the Lewis and Clark expeditions, the fur trade, the Walla Walla treaty, the 1850's

Indian Wars, the gold rush of Idaho, the treaty of 1866 and the war of 1877.

Level: high school and college teachers and students interested in more knowledge about Indian removal in the Northwest.

KLUCKHOHN, Clyde and Dorothea C. Leighton. *The Navajo.* Cambridge: Harvard University Press, 1946.*

A general history about the Navajos and their way of life. Recommended for use by college teachers and students in tribal history classes.

MEYER, Roy, W. *History of the Santee Sioux: United States Indian Policy on Trial.* Lincoln: University of Nebraska Press, 1972.

Discribes the role of missionaries, government officials and the Santee Sioux. Recommended for use in college tribal history courses.

RADIN, Paul. *The Winnebago Tribe.* Lincoln: University of Nebraska Press, 1972.

Mr. Radin, a Winnebago, writes a history of the tribes. Recommended for use in college trival history courses.

SENUNGETUCK, Joseph, H. *Give or Take a Century: An Eskimo Chronicle.* San Francisco: The Indian Historian Press, 1971.

Mr. Senungetuk is a Native American who writes about the chronology of events in Eskimo history. Recommended for use in high school and college. Recommended for use by high school and college teachers.

STANDS-IN-TIMBER, John and Margot Liberty. *Cheyenne Memories* Lincoln: University of Nebraska Press, 1972.*

John Stands-In-Timber's lifetime hope was to write the history of his people, the Cheyenne. It begins with legends or stories about the Cheyenne's beginning. Then moves through ways of the tribe, their relations with the white man and the reservation. Recommended for Native American college history classes.

WALLACE, Anthony, F. C. *Death and Rebirth of the Seneca.* New York: A Vintage Books, a Division of Random House, 1966/1972.*

This is a history of the Seneca people, who are a part of the Iroquois Confederacy, from the colonial to the reservation eras.

Recommended as high school or college supplementary reading material when discussing the role of the Iroquois Confederacy in Native American history.

## NATIVE AMERICAN PEOPLES

### Biographies and Autobiographies

BALL, Eve. *In the Days of Victorio.* Tucson: The University of Arizona Press.

James Kaywaykla narrates a moving story about his life as an Apache during the days of Chief Victorio. Recommended for high school and college teachers and students.

BEAL, Merrill D. *I Will Fight No More Forever.* New York: Ballentine Books, 1963/1971.*

Beal writes a brief history of the Nez Perce peoples for background information and then he presents the relationship between Chief Joseph and the American government. Recommended for *all* high school and college teachers and students.

KROEBER, Theodora. *Ishi In Two Worlds.* Berkeley and Los Angeles: The University of California Press, 1967.*

Biography of Ishi, one of the few Indians to survive the many removals. This moving story should be a symbolic lesson to all high school and college students who may ignore the rights of Native or aboriginal people.

LURIE, Nancy O. *Mountain Wolf Woman: Sister of Crashing Thunder.* Ann Arbor: Ann Arbor Paperbacks, The University of Michigan Press, 1961/1968.*

Dr. Lurie is a well-known anthropologist who is "simpatico" with Indians and has written an autobiography of Mountain Wolf Woman and her life as an Indian woman. Recommended for high school and college teachers and students.

NABOKOV, Peter. *Two Leggings: The Making of a Crow Warrior.* New York: Thomas T. Crowell Company, 1967.*

Two Leggings' narrates the history of the Crow people. Recommended for teachers and students in high school and college.

PARKMAN, Francis. *The Conspiracy of Pontiac.* New York: MacMillan Company, 1962.*

Contains well documented events and an extensive account of Pontiac's role in early Eastern United States history. Level: High school and college.

## CONTEMPORARY

### Native American and Red Power Movements

*American Indian Civil Rights Handbook.* Washington, D. C.: Government Printing Office, Clearinghouse Publication No. 33, United States Commission on Civil Rights, March, 1972.*

A handbook which explains the civil rights and liberties of Native Americans either in urban or reservation areas, guaranteed by the 1968 Indian Bill of Rights. Native American History recommended use: college.

DAVID, Jay, ed. *The American Indian: The First Victim.* New York, William Morrow and Company, Inc., 1972.

A series of twenty-six articles about being an Indian, the Indian way, conflicts between Indian and white people today. Twenty-three articles are written by Native American authors. Recommended for college classes.

FORBES, Jack. *"The New Indian Resistance".* (A chapter from his newest book, *Native Americans: A Call for Justice,* not yet published.) Rooseveltown, New York: Arkwesasne Notes, Volume 4, Number 3, Late Spring. 1972.

One of the most superb and informative Native American writings about the way our peoples' struggles that have inspired the "new Indian resistance." Recommended for high school and college classes.

HENRY, Jeanette. *Textbooks and the American Indians.* San Francisco: The Indian Historian Press, 1971.*

Mrs. Henry critically analyzes Indian history portrayed in textbooks. Recommended for teachers of elementary, high school and college levels.

LEVINE, Stuart and Nancy O. Lurie, ed. *The American Indian Today.* Baltimore: Penguin Books.*

Series of articles about contemporary Indian movements is good

source material for introductory Native American studies courses in high school and college.

MEYER, William (Running Bear). *Native Americans—A New Indian Resistance.* New York: Little New World Publishers. 1971.*

Running Bear writes a refreshing viewpoint of Indian resistance in the urban and reservation areas. Recommended for high school and college classes.

SHAMES, Debbie, ed. *Freedom With Reservations.* Madison: Wisconsin Indian Legal Services, 1972.

A moving, documented history of the Menominee struggle for self-determination after the bitter long years of termination. High school and college material.

STEINER, Stan. *The New Indians.* New York: A Delta Book; Dell Publishing Company, Inc., 1968.

Illustrates many issues facing Indians which become the focal point of marches, demonstrations and take-overs by the new Indian activist. Recommended for high school and college use.

*Uncommon Controversy: Fishing Rights of the Muckleshoot, Puyallup, and Nisqually Indians.* A report to the American Friends Service Committee, Seattle and London: The University of Washington Press, 1970.*

One of the outstanding and nationally known issues facing the Indians of Washington has been fishing rights. "The American Friends Service Committee Report" had done another good job of presenting a summarized view of the struggles of the Nisqually, Puyallup and Muckleshoot. Recommended for high school and college courses.

WALLACE, Anthony F. C. *The White Roots of Peace.* New York: Friedman, 1971.*

Documentary about the White Roots of Peace represent and present. Recommended for all interested individuals who wish to learn about the happenings of some young talented Native Americans.

WAX, Murray, *Indian Americans: Unity and Diversity.* New York: Prentice-Hall, 1971.*

Illustrates two major issues facing the contemporary Native

American movements: (1) unity and (2) diversity. High school and college level.

WILSON, Edmund. *Apologies to the Iroquois.* New York: Vintage Books, 1959/1960.*

Mr. Wilson's book is an apology to the Iroquois people for believing that they had no visibility in the world or society.

WISE, Jennings, C. *The Red Man in The New World Drama.* Revised and edited by Vine Deloria, Jr. New York: MacMillan Co., 1911/1971.

A history of Indian-white contacts beginning with the Norse discovery and ending with contemporary Indian happenings. Mr. Deloria has done a fine job of revising and editing Wise's book. Recommended for use in college Native American study courses.

## NATIVE AMERICAN LITERATURE
### Drama, Fiction, Photography and Poetry

ARMSTRONG, Virginia, I. *I Have Spoken.* Chicago: Sage Books, Swallow Press, Inc., 1971.*

This particular group of Indian oratories became widely used for Native American studies. The selection of speeches dates from the 17th century to the 20th century. Recommended for teachers and students of high school and college; should be adapted for class use.

CURTIS, Natalie. *The Indian's Book: Songs and Legends of the American Indians.* New York: Dover Publishing, Inc., 1907/1968.*

Recorded and edited selection of songs and legends from many different tribes. The selection represents an extensive source for use in elementary, high school and college classes and units concerning Native American Literature.

BERRY, Brewton, *Education of American Indians: A Survey of the Literature.* Columbus: Research Foundation of Ohio State University, 1968.

An over-view of the wide selections of literature pertaining to Native American education. Level: College.

ASTROV, Margot. *American Indian Prose and Poetry: An Anthology.* New York: Capricorn Books, 1962.*

An outstanding book of a wide representation of Indian poems and prose. This would be a good textbook for an elementary, high school or/and college introductory course in Native American Literature.

DRANDON, William. *The Magic World.* New York: William Morrow and Company Inc., 1971.*

Many Indian poems are like song-stories about the world about them. Animals and the earth, trees are some of the central characters in the story-song type poetry. Good source for elementary, high school and college literature courses.

CRONYN, George, W. *American Indian Poetry.* New York: Ballentine, 1971.*

Recommended songs and chants for use in two Native American studies classes or units: (1) literature and (2) religion and philosophy for elementary, high school and college levels.

DAY, A. Grove. *The Sky Clears.* New York: MacMillan Company, 1951. Lincoln: University of Nebraska Press, 1972.*

Indian poems and lyrics chosen from 40 tribes. Recommended for use as supplementary reading in all levels of literature classes.

GRINNELL, George Bird. *By Cheyenne Campfires.* Lincoln: University of Nebraska Press, 1972.*

Cheyenne stories for use as supplementary reading materials in high school and college literature or culture classes.

STORM, Hyemeyohsts, *Seven Arrows.* New York: Harper and Row, 1972.

A beautiful moving "teaching story" by a Northern Cheyenne shieldmaker. When you read this story you must share it with a loved one, it is meant to teach, rather than entertain. The author narrates his novel in the "Indian way" by the use of little stories. This excellent source could be used in a literature, culture, religion and philosophy course of elementary, high school or college level.

McLUHAN, T. C. *Touch the Earth.* New York: Outerbridge and Bienstfrey, 1971.

Oratory was a gift that Indian leadership used in communicating their way in an effort to help Europeans understand the Indian. Source of use in elementary, high school and college classes and units pertaining to history, literature, culture, religion and philosophy. (Should be modified for elementary class use.)

MOMADAY, N. Scott. *The House Made of Dawn.* New York: Signet Books, 1968.*

Dr. Momaday is a Native American author who writes strong and beautiful novels about the Kiowa people. He won a Pulitzer Prize in 1969 for this novel. Recommended for high school and college teachers and students in literature classes.

MOMADAY, N. Scott. *The way of Rainy Mountain.* Albuquerque. University of New Mexico Press, 1969.

This series of Kiowa stories, poems and sketches are beautiful. Many of the selections could be utilized by readers of all ages. Recommended for high school and college teachers and students for use in literature courses.

ODJIG, Daphne. *The Nanabush Series.* New York & Canada: Ginn & Co., 1970.*

A series of Indian stories designed to teach children about things they should be doing. The Lessons are about meanness, cheating, stealing, lieing, etc. For children and from early childhood to 4th grade.

SHAW, Anna Moore. *Pima Indian Legends.* Tucson: University of Arizona, 1968.*

Mrs. Shaw is another Native American author who writes with great beauty and love about her people, the Pimas. The delightful and charming stories teach children the Indian way with the magic world of mischievous animals and human characters. Recommended for any reading or literature course.

STEINER, Stan and Shirley With Hill, eds. *The Way: An Anthology of American Indian Literature.* New York: Vintage Books, 1970.*

An outstanding and superb anthology compiled by two outstanding people, one a Native American, the other a vocal supporter of Indian contemporary movements. Recommended for

teachers' use as a guide for additional information about Indian Literature.

UNDERHILL, Ruth. *Singing for Power: The Song of the Papago Indians.* California: University of California: The University Press, 1938/1966.

The poetry and songs by the Papago people are skillfully put together by Miss Underhill. Supplementary reading material for high school and college classes or units about Indian literature or culture.

WATERS, Frank. *The Man Who Killed The Deer.* Chicago: Sage Books, Swallow Press, 1966.*

Mr. Waters writes about the beauty of brotherhood as illustrated in the relationship between a man and a deer. Recommended for reading or literature classes in high school or college.

## NATIVE AMERICAN CULTURE

### General, Specific Indian Nations, Records of Music, Dance, Art, Etc.

BROWN, Joseph Epes, ed. *The Sacred Pipe.* Baltimore: Penguin Books, Inc., 1953/1971.*

Well written account of the seven rites of the pipe in the Sioux religion. Recommended for high school and college.

DRIVER, Harold. *Indians of North America.* Chicago: University of Chicago Press. 1961/1964.

This extensive source provides information about many major Indian tribes in the United States. Certain chapters can be used as required readings in Native American studies: history, culture, religion, music and dance, etc. Good source for college courses or for use by teachers.

BOCKSTADER, Frederick J. *Indian Art in America.* Greenwich, Connecticut: New York Graphic Society, 1961.

Photographic history of Indian art in the United States. Can be most useful in Indian Art courses of college level.

FEDER, Norman. *American Indian Art.* New York: Harry N. Abrams Publishers, 1971.

Beautifully illustrated selections of Indian Art and Crafts. Rec-

ommended for use in high school or college introduction courses of Indian Art History.

KLUCKHOHN, C., W. W. Hill and L. W. Kluckhohn. *Navajo Culture Material.* Cambridge: Harvard University Press, 1971 (photos and sketches).

Hunting weapons, agriculture, horse equipment, transportation, food housing, sewing equipment, clothing, ornamentation, ceremonies and curing are the major areas of discussion about the Navajo culture. College level material.

LAUBIN, Reginald and Gladys. *The Indian Tipi.* New York: Ballantine Books, 1957/1971.

The narrative used to instruct one in the construction of the tipi is like the telling of a story—fascinating and easy to learn; a real Indian way of teaching. Required reading in classes about Native American culture for high school and college levels.

MILLER, Majorie. *Indian Arts and Crafts.* Los Angeles: Nash Publishing, 1972.*

A source that focuses on major Southwestern Indian arts and crafts. It tells "how to" do some of the crafts and where to buy. Supplementary reading material useful in a high school or college culture or art class. (elementary teachers modify for classroom use.)

REYNOLDS, Charles R. *American Indian Portraits: from the Wanamaker Expedition of 1913.* Brattleboro, Vermont: Stephen Greene Press, 1971.

A picture essay of Indian peoples at the early part of the 19th century and the influences of 19th century fashions as expressed in the design of the clothing. Supplementary reading material for use in high school and college classes pertaining to Indian culture.

RITZENTHALER, Robert, and Lee A. Parsons, eds. *Masks of The Northwest Coast.* With text by Marion Johnson Mochon. Milwaukee, Milwaukee Public Museum, 1968.

A good source about the mask culture of the Northwestern Coastal Indian tribes. Supplementary reading material for college Indian culture classes.

VOGEL, Virgil J. *American Indian Medicine.* Norman University of Oklahoma Press, 1970.

This scholarly book discusses the Indian contributions in the field of medicine. Required reading material to be used in an Indian culture high school or college class.

WATERS, Frank. *Book of the Hopi.* New York: Ballantine, 1965/1971.

Story of the "People of Peace", the Hopi Nation. Narrates the development of the Hopi, their ceremonies and history of Hopi-White encounters. Recommended for high school and college classes.

## NATIVE AMERICAN PERIODICALS AND PUBLICATIONS

*Akwesasne Notes.* (Monthly) Mohawk Nation. Rooseveltown, New York. 13683. Subscription by donation.

An outstanding Native American newspaper that compiles many Indian news items from many different sources and areas of the country. Recommended for use in any upper elementary, high school or college literature, history or contemporary Indian affairs class.

*Americans Before Columbus.* National Indian Youth Council, 3102 Central S. E. Albuquerque. New Mexico, 87106.

Newsletter of this Indian organization concerning contemporary events. Is available by subscription from the office of National Youth Council. Recommended for high school and college level.

*American Indian Horizon.* P.O. Box 18, Church Street Station, New York.

A magazine of photographic essays and articles regarding Indian events. Recommended for high school and college libraries.

*The Amerindian.* (Bi-monthly), 1263 West Pratt Blvd., Chicago, Illinois. Sub. $3.00. A small newsletter that writes about important Indian concerns from anywhere in the United States. Recommended for high school and college libraries.

*Apache Scout.* P. O. Box 898, Whiteriver, Arizona. Official News Publication. $5.00 yearly.

The White Mountain Apache Newspaper reports on the Apache movement and is recommended for high school and college libraries.

*Browning Sentinel.* P. O. Box 340, Browning, Montana. Blackfeet News Publication. $5.00 yearly.

A newspaper of the Blackfeet people reports about local tribal affairs and includes major Indian news from elsewhere. Recommended use: high school and college libraries.

*Chahta Onumpa.* (The Choctaw Times), Southeastern Indian Antiquities Survey, Inc., 1725 Linder, Nashville, Tennessee, $5.00 yearly.

Reports local and national events. Available on a subscription basis and is recommended for high school and college libraries.

*Cherokee One Feather, The.* Cherokee, North Carolina.

The eastern band of Cherokees who still live in North Carolina publish this newspaper for the purpose of reporting their happenings and major national Indian events. Recommended for high school and college libraries.

*Cheyenne and Arapaho Bulletin.* Cheyenne and Arapaho Tribal Office, P.O. Box 38, Concho, Oklahoma.

Tribal publication about the local affairs and some national events. Recommended for high school and college libraries.

*Coyote.* Powhatan Press, RH, Box 2170, Davis, California.

Members of the Powhatan tribe publish the Coyote for the purpose of sharing Indian news, nationally and locally. Recommended for high school and college libraries.

*Dine Baa-Hani.* (Bi-Weekly), P. O. Box 527, Navajo Nation. 85504.

Navajo people write this paper which focuses on local news. Recommended for high school and college libraries.

*Drumbeats.* Institute of American Indian Arts, Santa Fe, New Mexico.

A student publication about happenings at the Institute. It includes other newsworthy items about national Indian events. Recommended for high school and college library Indian materials center as well as classroom use.

*Earth.* Vol. 2, No. 6, August, 1971. Monthly. Earth Publishing Corporation, The Agriculture Building, The Embaracadero at Mission, San Francisco, California, 94105.

Beautiful article about "Indian Oratory". Recommended for high school and college as supplementary reading in a literature course, in a library Indian materials center and classroom use.

*Great Lakes Agency News.* Great Lakes Indian Agency, Ashland, Wisconsin.

The Great Lakes Intertribal Council publishes this newspaper to inform the tribal representatives about current happenings. Recommended for high school and college library Indian materials center.

*Hew-Kecaw-Na-Yo* (To Resist). Route I, Box 789, Yelm, Washington. Militant Action oriented paper.

A militant action oriented paper; recommended for high school and college contemporary Native American classes and their library's Indian materials center.

*Hopi Action News.* Winslow Mail, Winslow, Arizona.

The Hopi Nation is a strong and active group. Subscribe to the "Hopi Action News" and find out about new happenings and get involved in the Black Mesa fight. Recommended for high school and college library Indian Materials Centers and contemporary Native American class use.

*The Indian.* Route 3 Box 9 Rapid City, South Dakota. Subscription: $300 per year.

American Indian Leadership Council newspaper, published monthly, recommended for high school and college libraries.

*The Indian Historian.* (Quarterly Journal), 1451 Masonic Avenue, San Francisco, Calif. Subscription: $6.00 yearly.

This journal publishes Native American book reviews, histories, stories, poetry and other information. Recommended as an excellent source for use by high school and college teachers and students.

*The Indian News.* (Monthly). Department of Indian Affairs, Ottawa, Ontario, Canada. Subscription: Free.

Every library's Indian Materials Section needs Canadian Indian publications. Native American studies is not limited to the

United States. Recommended for use by high school and colleges.

*The Indian Reporter.* 3254 Orange Street, Riverside, California. Subscription: $1.00 yearly.

News items about Southern California Indian happenings. Recommended for use by high schools and colleges.

*Journal of American Indian Education. Temple,* Arizona: Arizona State University. Quarterly. Subscriptions: $3.00 yearly.

A good journal that reports about current Indian education events. Recommended for use n high school and colleges by teachers, students, school administrators and libraries.

*Mankind Magazine.* Los Angeles, California. Mankind Publishing Company, Bi-Monthly.

Contains articles about Native Americans past and present. The issue of April, 1971, Vol. 2, No. 12, has a good article about Tecumseh, "The First Advocate of Red Power" by Walter Tarrett, Recommended for high school and colleges.

*The Navajo Times.* Dick Hardwick, Editor, Windon Rock, Arizona.

The largest Navajo newspaper. Recommended for high school and college use.

*Northwest Indian Times.* Box 2772, Spokane, Washington. Subscription: $2.00 yearly.

A publication of the Spokane, Coeur d'Aelse and Kalespel tribes. Recommended for high school and college use.

*Rosebud Sioux Herald.* (Eyapaha), Box 65, Rosebud, South Dakota. Subscription: $9.00 yearly.

Weekly newspaper of the Rosebud Sioux containing many good Indian sayings. Recommended for high school and college use.

*Scholastic Scope Weekly.* "Chief Joseph: A Man of Courage and a Man of Peace". Englewood Cliffs, New Jersey: Scholastic Scope, 902 Sylvan, 07632. Vol. 16, No. 1, January, 1972.

Excellent magazine for high school students with occasional articles about Native Americans.

*Yakima Nation Review.* P. O. Box 632, Toppenish, Washington. Bi-monthly.

The Yakima tribe has a large operation with programs reaching

each part of the community. It is recommended that the high school and college teacher and student read this newspaper when studying contemporary Native Americans and should be available in the library's Indian Materials section.

## NATIVE AMERICAN FILMS

A. The following films are available from:

White Roots of Peace
Mohawk Nation
Via Roosevelt, New York 13684
Telephone: 518/358-2656 or 358-4697

*As Long As The River Runs.* (45 min., color. $45.00 rental fee.)

Documents the fishing rights struggle in the State of Washington and emphasizes the relevance of this contemporary movement of the national Indian scene. Recommended for use by colleges and high schools.

*Ballad of Crowfoot.* (10 min., black and white, $5.00 rental fee.)

Willie Dunn's award winning film about the history of the Black foot people and the beautiful ballad of the life of Crowfoot. Recommended for use in Native American high school and college history courses.

*God Help the Man who Would Part With His Land.* (50 min., black and white, $20. rental fee.)

Documentary of 1970 occupation of Loon and Standby Islands of Akwesasne. Recommended for use in contemporary Native American high school and college courses.

*Indian Relocation: Elliott Cake.* (30 min., black and white, $15. rental fee.)

Relocation of Indians has meant government removal of Indians to cities where they receive training and employment. Although the film is about the Canadian government and Indians, it is the same situation in the United States. Recommended for use in college Native American Studies classes.

*Pikangikum.* (10 min., black and white, $5. rental fee.)

"Pikangikum" documents the story of a Northern Cree community with an excellent selection of sketches and voices; recommended for high school and college level courses.

*These Are My People.* (15 min., black and white, $10. rental fee.)

Documents the Iroquois Confederacy with explanations from interviews of people as Akwesasne. Use in Native American high school and college history courses.

*You Are On Indian Land.* (40 min., black and white, $15. rental fee.)

A classic documentation of the use of non-violent confrontation by Native Americans at the International Bridge Blockade, Akwesasne in 1968. The issue was the Jay Treaty rights. For use with college Native American studies.

B. The following is available through:

McGraw-Hill Films
Princeton Road
Hightstown, New Jersey 08520

*End of the Trial.* Parts I and II, 53 min., color. Available from Mc History of the Plains Indian conflict with western progress. Narrated by Walter Brenan Good for high school and college Native American studies.

C. The following is available through: Encyclopedia Brittanica Films.

*Loon Necklace.* (10 min., color.)

A beautiful presentation of the legend of the loon. Useful in high school and college Native American history or ecology classes.

D. The following are companies that have Native American films available, their addresses are listed, please write them:

American Broadcasting Company, 1330 Avenue of the Americas, New York, N. Y. 10036

Barbre Productions, Inc., 2130 South Bellaire Street, Denver Colorado 80222.

Carousel Films Inc., 1501 Broadway, New York, New York 10036

Contemporary Films, 267 West 25th Street, New York, New York

Films Associates of California, 11014 Santa Monica Blvd., Los Angeles, California

Film Service Center, Bureau of Indian Affairs, Brigham City, Utah

Genesis Films, 927 Wilshire Blvd., Beverly Hills, California

McGraw-Hill Films, Princeton Road, Hightstown, New Jersey 08520

Museum of the American Indian, Broadway and 155th Street, New York, New York.

Stewardship Council, Office of Visual Aids, United Church of Christ, 1505 Race Street, Philadelphia, Pennsylvania

Time—Life Films, 43 West 16th Street, New York, New York 10011

## Other Published Bibliographies

A. Available to libraries only: Indian Materials Center.
*Index to Literature on the American Indian: 1970.*
San Francisco: The Indian Historian Press, 1972.
Books, literary and articles compiled in a source book for use by scholars and researchers. To be published annually.

B. Available to high school and college educators, ilbraries and students:

Berry, Brewton. *Foundation of Americans, Indians: A Survey of the Literature.* Columbus: The Research Foundation of Ohio State University. 1968.*

Steiner, Stan and Shirley Hill Witt. *The Way: An Anthology of American Indian Literature.* New York: Vintage Books, 1970.*